



FACTORS ENABLING CHILDREN ACQUIRING INDONESIAN AS A SECOND LANGUAGE: AN EAST TIMOR PERSPECTIVE

By Atanasio A. Gusmão Freitas Belo^{*)}, Josua Bire^{**)}, and John W. Haan^{**)}

gusmaoata@gmail.com

^{*}English Language Department, Faculty of Sciences and Education, Dili University-Timor Leste

^{**}Graduate English Education Department, Nusa Cendana University, Kupang - Indonesia

ABSTRACT: This study is aimed at investigating factors enabling children acquiring Indonesian as second language (SLA). It was conducted in Suco Comoro, Aldeia 03, Dili, East Timor. The method used in this study was qualitative descriptive. Its research subjects were children aged ten to 15 years old whose first language is Tetun, but they are now acquiring Indonesian. The instruments used to get the data were observations and in-depth interviews. The results of the research show that there are two major factors that help the children acquire Indonesian, namely, intrinsic and extrinsic ones. The intrinsic factors are related to the children's desires or willingness which stimulates them to use Indonesian. These factors encompass motivation, self-confidence, self-esteem and language attitude. In contrast, the extrinsic factors are related to outside supports that the children get, namely, from their environment that comprises their family relationship, peers, entertainment, and similarities of some vocabularies between their first language (Tetun) and Indonesian. It is worth noticing, however, that despite their relatively good acquisition of Indonesian, they still have some errors in their Indonesian utterances, a phenomenon known as interlanguage in SLA.

Keyword: *enabling, acquiring, Tetun, first language, Indonesian, and second language.*

INTRODUCTION

Timor-Leste is one of countries which lies north of Australia and east of the Indonesian archipelago. The nation of East Timor occupies the eastern half of the Island of Timor, the enclave of Oecussi-Ambeno (located in West Timor), and two small islands of Atauro and Jaco. With its total width of 15.000 square kilometers, East Timor is about the size of Northern Ireland or the state of Connecticut in the United States (Fernandes, 2010). Historically Timor-Leste was colonized by Portugal for 450 years, 3 years by Japan, and 24 years by Indonesia. Then with the help of the United Nations transitional administration, Timor-Leste's independence on May 20th, 2002, marked the end of four and a half centuries of Portuguese rules as well as two and a half decades of Indonesian control (Rhoda and Bruce, 2009).

Timor-Leste is rich in cultural and linguistic diversity. Both Austronesian and Papuan languages are spoken within the region. There are more than twenty dialects used by indigenous people to interact with one another across the country. However, the Constitution of the Democratic Republic of Timor-Leste has designated Tetun and Portuguese as the official languages of the country. Tetun and the other national languages shall be valued and developed by the state (Constitution of RDTL, 2002, section 13). The word "Tetun" can also be spelt with a final [m] or "Tetum" in Portuguese. The letter "m," however, is sounded the same as the letter "n." So, both "Tetun" and "Tetum" are used interchangeably. In addition, the constitution of the country has also established English and Indonesian as

working languages within civil services used side by side with the official languages of the country as long as it is deemed necessary (Constitution of RDTL, 2002, section 159).

Issues related to languages used in Timor-Leste, including local-indigenous languages and Indonesian widely used by locals, remain debatable among East Timorese in general, by academics in particular. For Indonesian, for example, many Timorese people get acquainted with it due to their direct involvement in Indonesian education system, trade, and culture during Indonesian occupation.

When Timor-Leste was a 27th province of Indonesia, Indonesian (language) was the only official tool applied in all sectors including education in which the entire teaching and learning activities were held in Indonesian, whereas Tetun and other local languages were totally banned in schools. Besides, there was a particular subject named "Bahasa Indonesia" which was specifically designed to teach native people for the purpose of communication. Moreover, after the country's independence, there have been countless Timorese youths continuing to persuade their academic qualifications at various higher institutions in Indonesia. As a result, those people are very fluent in using Indonesian.

In that sense, East Timorese people who have been or have never been to Indonesia, can use Indonesian through two major methods, that is, learning and acquisition. There is a distinction between learning and acquisition. Learning is the process of knowing a target or second language for such particular benefits as

those related to education, job purposes, and economics. In this process, the goal of an individual to achieve something has been intentionally set up. In schools, language learning is dominant, although it is often referred to as a traditional approach which is still commonly practiced by schools all over the world.

On the other hand, acquisition refers to the process of obtaining a language through natural communication. This is why Krashen (1987) calls language acquisition as a product of a real interaction. It is similar to common processes how children acquire their native language, a second language, and/or even a foreign language without being taught formally in schools or in their families by their parents and/or siblings.

Along the process of acquiring a language as such, however, some questions like how or why such a process is successful for some children, but it is not for others or what factors determine children's success or failure in acquiring their mother tongue, second language, and/or even a foreign language.

In this study, we are interested in investigating factors that influence East Timorese children's acquisition of Indonesian as their second language. This is important because of several reasons. First, understanding such factors is important for parents and teachers in schools so that they can be more effective not only to help their children acquire their mother tongue(s), but also their second or foreign language(s). Second, acquiring a language is crucial for children as a means of learning, interacting, and/or transaction so that they can be smarter by learning, interacting, and/or communicating in a language they use in their surroundings (Cf. Yule, 1990). Third, a good understanding of Indonesian, in the context of this study, by East Timorese people in general, East Timorese children in particular, can help them improve their understanding of Indonesian people and their culture so that they can have a good relationship as neighboring countries. Fourth, for East Timor as a new country, this study is important to make sure that it has a better understanding of language acquisition that, in turn, could help its leaders to have more appropriate language policies in the future. This is, of course, important because a wrong language policy could end up in having some political problems that could destroy a nation. In other words, this study is crucial to help East Timor remain integrated/united despite its multilingual nature. Fifth, studies on second language acquisition are not often done in the context of Indonesia or East Timor. There have been some studies in Indonesian or Tetun, but most of them are related to teaching and learning. Tans *et al.* (2019), for example, study how writing in Indonesian is taught in an Indonesian primary school without any discussion of how children acquire the language in their daily lives.

Based on those reasons, this study, therefore, aims at finding out factors that help East Timorese children acquire Indonesian as second language (SLA).

THEORETICAL FRAMEWORK

There are many theories proposed by linguists that explain the status of second language acquisition and those theories try to provide information about people acquiring a new language subsequent to the first one. According to Larsen-Freeman and Long (1991) at least forty "theories" of Second Language Acquisition have been proposed including theories of other kinds of language development adopted by some second language acquisition researchers.

Psychologists and psycholinguists viewed second language learning as the acquisition of a complex cognitive skill. This theory explains that language is not a separate natural trait, but one among several abilities derived from cognitive maturity. The sequences of cognitive development determine the sequence of language development. Understanding, production, comprehension language in children is seen as a result of children's cognitive processes that are continuously changing and evolving. So stimulus is an input for children in the brain. In the brain there is an internal mental mechanism that is governed by cognitive regulators, and then comes out as a result of earlier cognitive processing. Language learners pay attention to any aspect of language that they are attempting to understand and produce (Brown, 1987).

On the contrary, Universal Grammar (UG) theory pioneered by Chomsky becomes counterpoint to behaviorists' perspective; Chomsky's followers try to understand second language acquisition in the light of his universal grammar theory, a human innate endowment. Chomsky is interested in the nature of language and sees language as a mirror of the mind. Originally, universal grammar theory did not concern itself with second language acquisition but linguists have adopted its principles in the field of second language acquisition. Universal grammar theory claims that there are certain principles that form basis on which knowledge of language develops. These principles are biologically determined and specialized for language acquisition (Chomsky, 1986).

Krashen's (1987) argues that language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interaction in the target language natural communication in which speakers is concerned not with the form of their utterances but with the messages they are conveying and understanding. Krashen is very well known for his five hypotheses on second language acquisition consisting of the acquisition-learning hypothesis, the monitor hypothesis; the input hypothesis, the affective filter hypothesis and the natural order hypothesis. The acquisition-learning distinction is the most fundamental of the five hypotheses in Krashen's theory and the most widely known among linguists and language teachers.

Then, the behaviorist theory for second language acquisition comes from B.F. Skinner in 1940's to 50's who proposed that children imitating language by people around them, accurate attempt would be followed by

positive reinforcement of praise or successful communication since children were encouraged by their surrounding environment they would continue to imitate and practice these sounds and patterns until they get used to pronouncing correct language use. Language behavior, and the environment is the source of everything for a child to learn, and the ability to speak and understand language by children gained through stimulation of the environment. According to Johnson (in Menezes, 2013), “behaviorism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behavior from the examples provided to the learner by his or her environment.

Meanwhile, the socio-cultural theory considers language as an important mediational tool in the development of higher mental processes of learners. Learning is a socially mediated process and mediation is a fundamental principle; language is a cultural artifact that mediates social and psychological activities. The development of human cognitive and higher mental function comes from social interactions and through participation in social activities requiring cognitive and communicative functions, individuals are drawn into the use of these functions in ways that nurture. According to Lantolf and Thorne (in Menezes, 2013) defend that the principles of the SCT can also apply to SLA. They explain that “SCT is grounded in a perspective that does not separate the individual from the social and in fact argues that the individual emerges from social interaction and as such is always fundamentally a social being”.

RESEARCH METHOD

The method used in this research is descriptive qualitative method in which the researchers attempt to investigate the phenomenon experienced by children in terms of their internal and external factors that enable them acquiring Indonesian as well as their interlanguage they use as a result of their efforts to use Indonesian in their contexts. The subjects of this study were children of Suco Comoro, Aldeia 03, Dili, whose first language is Tetun and they are able to communicate in Indonesian. The instruments used in this research were observations and in-depth interviews. Observation is a process in which researchers look at the research situation, that is, how the children use Indonesian and what factors may have influenced them in their processes of using Indonesian. Some pieces of the information were obtained from the observations of such things as the research subjects’ places of residents, activities, objects they use, events they go through, and times they use in schools.

The in-depth interview is the process of obtaining information or data so that research purposes can be achieved by the researchers. In such an interview, both the interviewers and interviewees are involved in a

relatively long social life (Sutopo, 2006). In doing the interviews, the researcher(s) have some interview guides consisting of a series of questions for gathering information from research informants/subjects. Researchers are also key instruments because in qualitative research, the researchers collect data themselves through observations and interviews (Hatch, 2002).

To analyze the data collected, the researchers use the theory of Miles, Huberman Saldana (2014) comprising three integrated steps, namely, data reduction, data presentation, and withdrawal of conclusions.

RESULTS AND DISCUSSION

In this chapter, the researcher would like to present the result of research particularly on intrinsic and extrinsic factors enabling children acquiring Indonesian as a second language as well as words/phrases children use as their interlanguage. Intrinsic factors emerge from within individual such as motivation, self-confidence, self-esteem, attitude and etc. Intrinsic factors are the internal process that drives individual into action. On the other hand, extrinsic factors come from outside the individuals such as environment, family relationship, peers, entertainment, and etc. These two factors are fully integrated whereby both contribute to children’s acquisition in Indonesian.

Intrinsic Factors

The researcher has found a number of intrinsic factors which help children acquire Indonesian. Those factors are motivation, self-confidence, self-esteem and attitude towards language.

Motivation

Motivation is an interest, desire or wants within a person; it is a process of stimulating someone into action. The result of research shows that motivation plays an important role in which it drives children to perform their second language or Indonesian. Children informed that, it is their own willingness to communicate in Indonesian and no one forces or advises them to do so. They begin to be interested in speaking Indonesian through watching movies especially from their favorite actors whereby they always hear impressive words, phrases, sentences, accent, pronunciation and proficiency and etc. Therefore, they feel quite curious and are eager to sound like native speakers. In addition, children would like to use Indonesian to communicate with native speakers, families and friends and others. In that sense, it can be said that children are fond of speaking Indonesian because of having motivation to interact with others who speak that language. This idea is also supported by Gardner (1972) that integratively motivated children are always successful in second language acquisition and the important aspect of integrative motivation is using a language for social communication.

Self-Confidence and Self-Esteem

Self-confidence refers to the trust a person has in his abilities which enables him to express his knowledge with no fear, whereas self-esteem is a feeling of satisfaction or value that someone has towards his ability. The result of research shows that children have a great confidence to perform their second language whereby they often times use Indonesian to communicate with native speakers, family, relatives, friends and others without feeling anxious, afraid or even ashamed. Then, they feel very grateful and proud of themselves as they can speak Indonesian in spite of the fact that they are non-native speakers and have never learnt it either at formal education/schools or non-formal education such as a course that provides public with opportunity to learn Indonesian. It means that children manage to perform their Indonesian because of being encouraged by their self-confidence and self-esteem. This idea is also supported by Krashen (2002) that children who have high motivation, self-confidence, self-esteem and low anxiety are better equipped with second language acquisition.

Language Attitude

Language attitude is a set of judgment that someone holds toward another language whether it is important, interesting, boring, and so forth. The result of research indicates that children have positive attitude towards their second language or Indonesian. They are very welcoming and friendly with Indonesian regardless of differences and history of their country. They want to use Indonesian to communicate with others because it is easy, interesting and important. They even compared their first language (Tetun) to Indonesian and saying that both languages are almost similar either in the grammatical patterns or in a certain number of vocabularies that are easy to comprehend. Moreover, children said that Indonesian is easy and interesting due to uncomplicated system of grammar and vocabulary compared to Portuguese and English that they are learning at school now. Knowing Indonesian is very important for communication because there are many native speakers around including Chinese people who are very bad at Tetun and only use Indonesian to communicate with Timorese people. So the language attitude can have positive impact on children's Indonesian because they have positive attitudes in which they use that language to communicate with. According to Richards (in Englisia, 2014, p. 2), expression of positive and negative feelings towards a language may reflect impression of linguistic difficulty or simplicity.

Extrinsic Factors

The researcher has also discovered extrinsic factors considered as important keys which allow children acquiring Indonesian such as environment consisting of family relationship to children, peers, and entertainment.

Family Relationship to Children

Almost in all activities of course all people always keep in touch naturally and have been endowed with a mean of communication called "language". The relationship between parents and children in Suco Comoro Aldeia 03 Dili is inseparable from one another like everyone else. Each family in that Suco (sub-village) has different background in terms of education, jobs, language and ways of talking however they have one similarity in general that is, the ways of communication in which they majority of them tend to include certain Indonesian words/phrases in Tetun in everyday communication, such as the words: *nontong* (watch), *kulkas* (refrigerator), *jam* (clock/watch), *tanggal* (date), *kipas* (fan), *kompur* (stove), *ole-ole* (souvenir), *pisang goreng* (fried banana), *donat* (donut), *terang bulan* (moon light), *nasi bungkus/kotak* (rice in box/wrapped), *ayam poton* (chicken meat), *hadia* (gift), *kado* (reward), and etc. These words are very identical to people as a consequence of undergoing Indonesian education system obtained from either during occupation or have been to Indonesian for academic purpose after country's independence. Such kind of act has been a widely practiced habit across the country for over years. Eventually, the vocabularies (like above) have been automatically passed down to children whereby children also copy and apply those features (Indonesian vocabularies) in daily communication as adults do by mixing with Tetun.

Parents usually have tight schedules; going to work and sometimes are busy doing other things so they may only spend some time to amuse their children after work and free time. When all family members gather together it will probably make home atmosphere more interesting. Parents are likely to do anything that is fascinating such as playing game, listening to music and watching movies to make children happy. When playing game children and their parents/dads feel free to speak languages they can including Indonesian sometimes in mixture with Tetun and suddenly shift to full Indonesian. On the other hand, children are actually not quite interested in music compared to watching television so they only have a few of favorite music. Once they are asked to listen or sing together they prefer particular music belongs to Indonesian rather than others because they understand the language. Having listened, children most likely will ask the meanings in case there are any unknown words, for instance; the words; *pujaan/darling*, *jejak/footprint*, *kenangan/memory tanpa/without*, *impian/dream*, *kisah/story*, *jiwa/soul*, *raga/body*, *sandiwara/theatrical*, *bayang/shadow*, *curiga/suspect*, *tantangan/challenge*, *panjatkan/pray*, *abadi/eternal*, *tercinta/beloved*, *menyinari/enlighten*, *bersinar/shine*, *langkah/step*, *menjalani/live*, *keyakinan/belief* and so forth.

After knowing the meanings children probably make up their own words in complete Indonesian and begin talking to their parents or anyone around. If one replies what children utter/say, children then will always keep talking, subsequently all of them might be exposed

to long communication in Indonesian totally. Thus, it can be said that, family relationship to children is important as it help children attain many words and creates a good interaction among them using their second language or Indonesian for communication. As Krashen (1987) argues that language acquisition requires meaningful interaction in which language performers are not aware of the fact that they are acquiring a language but only aware that they are using that language in communication.

Entertainment (Television)

Television has been the most addictive entertainment and it is increasingly attracting attention of children. Watching television has been one of the children's heaviest activity at home since their childhood, those children have been sticking to television for ten years and some are more. There are a variety of television programs that children can access as the most entertaining things, not only Indonesian programs but others as well. However, children normally spend more time watching Indonesian shows rather than others. Indonesian television programs which are commonly accessible in the country such as "*indosiar, sctv, antv, rcti, rtv, trans 7, trans tv, global tv*" and etc. There are two sequential stages of children's preference in watching television shows, meaning that when children were still very little, around aged 2-8 "doll movies" (entitled *tayo-si bus kecil, doraemon, siva, rambo ruby, frozen, sponsbob, sofia, kungfu panda, upin&ipin, marsha& the beard and etc.*) becoming their favorites, they watch such movies only for fun, their focus is not on the language but totally on the scene (how the dolls act, chase, figt and etc.) yet, they could attain various words/phrases and even sentences without being aware. It is noticeable when children suddenly express acquired vocabularies in a playful way. Then at the age of 9 above they start getting bored and quit doll movies. Alternatively, they shift to other shows, the most addictive one is "sinetron or electronic cinema, that is, tv film series (entitled *karma/an action the can produce results, ratapananaktiri/step son/daughter, janjisuci/holly promise, cintasuci/holly love, anakjalanan/stree children, manusiaharimau/tiger man, maklampir/creepy grandma, anaklangit/sky boy, samudracinta/ocean love, cerminhati/heart mirror* and other programs such as *pesbukers/comedy show, akademi dangdut/a genre of Indonesian music academy, silet/latest celebrity news, insert pagi/Latest artist news and gossip* and etc.). These are the commonly watched shows, some are still in progress and some have ended. Watching these movies, children always make effort to better understand how the events or story runs because their linguistic ability in Indonesia is remarkably improving. The shows are broadcasted on different television programs, on different days and at different times. Almost everyday children are never absent in front of television and everyday they normally spend 2-3 hours watching, so in a week they may spend 14-21 hours in total. In a day they approximately watch

3-4 shows equal to 21-28 shows per week. Children informed that they have been acquiring lots of words since watching various television series, almost every single day they always hear attractively understandable vocabulary features in Indonesian. Children have multiple favorite movies, if any of which completes they always look forward to latest ones so their eagerness to watch is endless.

In addition to watching Indonesian shows as their favorites, children can also watch other movies (Chinese, Thai, Korean and other westerns movies) but less, on condition that there should be a subtitle in Indonesian on the bottom of the screen, it is the option of children to make themselves understand story lines of the particular shows rather than previous dolls ones. actors/actress. Children have been fans of different Indonesian actors/actress ever since watching and expecting more movies from them. There might be amazing scenes on the shows including expressions which sound fascinating, so by the time children watch they likely love imitating expressions as well as the real characters once feeling interested. The imitation enormously facilities children acquire numerous Indonesian vocabularies from day bay day through watching. Interestingly, while watching, the only thing that often comes into the mind of children is that they want preferred movies to last longer. They may get nervous and curious if a movie to be continued all of sudden as it keeps them waiting till the next episode is transmitted at the same time. Hence, it can be said that various television programs with different shows may be greatly influential factor enabling children acquiring Indonesian vocabularies. The more times children spend on watching, they more vocabularies will be acquired. This idea is also supported by some research results, for example Ina (2014) that watching television programs in a foreign language, (L2) can facilitate L2 vocabulary incidental learning. In small language communities, a significant number of television programs are subtitled which creates the opportunity for vocabulary acquisition both in mother tongue and in foreign languages. In many countries, television is a part of children's everyday life from the age of 2 to 7 years, which watch various programs on a daily basis. It is also a leading source of information and acquiring new knowledge for adults as well

Peers

Children have strong desire to communicate with peers their second language or Indonesian. There are different activities among them namely boys are keen on playing football whereas girls are eager to share about their favorite movies "sinetron". They boys who always play together come from both distant and close neighbors unlike girls who only play friends living next door. Normally the boys start performing their Indonesian all of sudden and it occurs if one of them brings up Indonesian while playing, afterwards the rests will probably follow including younger boys who just start acquiring a few words. The use of Indonesian is

entirely based on their interests so sometimes they use it (Indonesian) in combination with Tetun and sometimes are totally exposed it as long as they want without being aware of mistakes and errors. Meanwhile, the girls usually gather together to retell about their favorite movies. It happens when some of them do not manage to watch because of going to school, learning, doing homework and etc. So by the time they hang around, those who have watched the movies often take turns to retell to others about how the events or their movies go. In talking about movies, girls almost do the same things as boys whereby they also tend to include Tetun with Indonesian and sometimes they would also like to use pure Indonesian whenever they would love to. If there are any unknown words they may ask one another about the meanings. In this respect, it can be said that interaction among children permits them to expose into second language or Indonesian, as stated by Krashen (1987) that acquisition requires meaningful interaction in the target language natural communication in which speakers is concerned not with the form of their utterances but with the messages they are conveying and understanding.

Similarity of Certain Vocabularies

Similarity is described as a set of quality or state of being similar. In the other words two things are identical with one another or have resemblance. Children said that Indonesian is quite easy because when watching their favorite movies and hearing others talking, they often get many Indonesian words which are similar to Tetun like “armari” (Tetun) and “lemari” (Indonesian) for “cupboard” (English). In our study we find 82 words which are similar in both languages. The similarity helps children attain various vocabularies in their second language or Indonesian easier.

The researcher found that the similarity of certain number of vocabularies between Tetun and Indonesian facilitate children obtain their second language or Indonesian. This is because when children hear Indonesian words which are similar to Tetun, they may automatically restore those words right away in the brain without taking a long period of time due to existence of previous information (Tetun vocabularies already exist). As children informed that Indonesian sounds like Tetun so it is quite easy to understand. It means that the resemblance also allows children to easily acquire Indonesian vocabularies and motivates them to perform in that language. In this respect, it can be said that the similar spelling vocabularies between both languages becomes one of the factors help children acquire Indonesian.

Interlanguage

Interlanguage is the type of language that can be produced by first or second language learners who are in the process of acquiring or learning a new language (Richards et al. 1996). Meanwhile, Bialystok (1983) states that second language performers might use their native language as a tool to solve their communication

problems. Children may find either ease or difficulty when making transfers from their first language to the second language. Children said that they have never been concerned about rules when communicating in Indonesian, they use it like the way they use their mother tongue or Tetun. In that sense, children may think that Tetun and Indonesian have identical rules in which they use both languages in the same way, as a result their output or utterances particularly in active forms are automatically constructed well due to similar rules in passive sentences (See Table 1 below with some English translations by the researchers).

Table 1: Identical rule that may cause positive transfer

Tetun	Indonesian/English
Hauhanetu	Sayamakannasi/I eat rice
Niaholalilin	Dia belililin/She/he buys candle
Ami ronamuzika	Kami dengarmusik/We listen to music
Sirasosapaun	Merekabeli roti/They buy some bread
Itahalimar bola	Kita bermain bola/We play football

These examples indicate that Tetun and Indonesian have identical rules in passive sentences in which both languages initiating with “subject, predicate and object”. Then, the placement of subjects is at the beginning, verbs are in the middle and objects are at the end of sentences. However, the way children use their second language as their mother tongue does not always result in correct sentences (only 10-12 years old children) specifically in passive output. It can be seen Table 2 below (with some English translations by the researchers).

Table 2: Disimilar rule that may cause negative transfer

Tetun	Indonesian
Bisikleta ne’e hadia tiha ona	Sepedanya sudah diperbaiki The bicycle has been repaired.
Karetafasetihaona.	Mobilnyasudahcuci The car has been washed
Ha’uniafarusukutihaona	Bajusayasadahjahit. My shirt has been sewn
Foersoetihaona.	Sampahnnyasadahbuang. The waste has been put away
Kuartune’ehamostihaona	Kamaritusudah dibersihkan. The room has been cleaned.

The errors occur due to little difference of passive rules sentences between first language and second language. Passive forms in Indonesian, the verbs should be added with “di”. Meanwhile, in Tetun the verbs remain as usual, no change at all. Consequently, this might lead children to negative transfer (except 13 years old above) from Tetun to Indonesian. In other words, the errors occur because children have not acquired the rules yet or just think that passive voice in Indonesian is the same as Tetun. Similarly, positive transfers may reflect in correct grammatical features and vice versa, for example Bire (2017) states that “positive transfer” may

occur if L1 and L2 have identical and “negative transfers” if both have different rules. On the other words, children can be categorized into “monitor under users” pioneered by Krashen 1987 that children who are fluent in their second language without being concerned about grammatical mistakes because they depend on acquired system and do not have learned system yet.

CONCLUSION

The results of the research show that children are able to acquire Indonesian due to intrinsic and extrinsic factors. Intrinsic factors that contribute to children’s second language acquisition or Indonesian are motivation, self-confidence, self-esteem and attitude. Meanwhile the extrinsic factors come from the environment such as family relationship to children, peers, and entertainment. Factor of motivation manifests children’s desire or willingness to use their second language or Indonesian to communicate with family members, relatives, friends and others, factor of self-confidence allow children to perform their second language with others without being anxious or ashamed, factor of self-esteem allows children to be proud of their ability in Indonesian for communication even though they are non-native speakers and have not learn it both at formal and non formal education. Then, children’s positive attitude towards second language also becomes one of the factors enabling them to communicate in Indonesian.

Moreover, the factor of environment plays very important roles in children’s second language acquisition; family relationship to children and their friends allows creating a great communication among them using the second language (Indonesian) and through it children may acquire various Indonesian vocabularies either from their families or from their friends. Moreover, the most supporting factors help children acquire Indonesian is the entertainment or television; there are a variety of television programs but children prefer to watch Indonesian programs instead of others. They frequently spend approximately three hours a day watching television and have been exposed to it for almost ten years or more. Furthermore, the similar vocabularies and grammatical rules between children’s first language (Tetun) and Indonesian facilitate children to acquire their second language easily. Lastly, children only rely on their acquired system without caring for grammatical rules while communicating in and as a result they often make mistakes particularly in passive sentences. Yet, it is believed that, grammatical rules may be acquired automatically as long as children are always exposed themselves into the second language or Indonesian.

REFERENCES

Bialystock, E. (1983). *Some factors in the selection and implementation of communication strategies*. London: Longman.
Bire, J. (2017). *Second Language Acquisition*, Kupang: Undana Press.

Brown, D. (1987). *Principles of Language Learning and Teaching*. Englewood Cliff: Prentice-Hall.
Constitution of Democratic Republic of Timor-Leste (2002). Dili Timor-Leste
Chomsky, N. (1986). *Knowledge of language: its nature, origin and use*. New York: Praeger.
Englisia (2014). *Factors Influencing Second Language Acquisition*. Academic Article, May Vol 1 (2) p.2.
Fernandes C. (2010). *East Timor and the Struggle for Independence: The Development of Institutions of Human Rights Perspectives on Comparative Politics*. New York: Macmillan.
Gardner, R. C. and Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
Huberman, A. M. and Saldana, J. (2014). *Qualitative data analysis*. London University Press.
Hatch J. A. (2002). *Doing Qualitative Research in Educational settings*. Albany: State University of New York Press.
Ina, L. (2014). *Incidental Foreign Language Acquisition by Children Watching Television Programs*. *Journal of Educational Technology*. October 2014. Vol. 13 p.1.
Krashen, S. (1987). *Principle and Practice in Second language Acquisition*. California: University of Southern California Press.
Krashen, S. (2002). *Second Language Acquisition and Second Language Learning*. California. University of Southern California Press.
Larsen-Freeman, D., and Long M. H. (1991). *An Introduction to Second Language Acquisition Research*. New York: Longman.
Lightbown, P. and Spada, N. (2013). *Language learning in early childhood: How Languages are Learned*. Oxford: Oxford University Press.
Menezes, Vera (2013). *Second Language Acquisition: Reconciling Theories*. In *Open Journal of Applied Sciences*. Vol 3. p. 1.
Rhoda M. and Bruce V. (2009). *East Timor: Political Dynamics and Conducting: A Case for Evaluation Input*. Pathfinder International Tool Series.
Sutopo, H. B. (2006). *Metodologi Penelitian Kualitatif*. Surakarta, Indonesia: Universitas Sebelas Maret Press.
Tans, F., Semiun, A. & Nalley, H.M. (2019). “The Teaching and Learning of Writing in Indonesian: A Case Study of a Primary School.” In *Academic Journal of Educational Sciences*, June, Vol. 1(2), pp. 19-29
Yule, G. (1990). *The Study of Language*. Melbourne: Cambridge University Press.